



Art and Design Progression of Skills Map

	Year 1	Year 2
Exploring and Developing Ideas (ONGOING)	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures 	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures
Evaluating and Developing Work (ONGOING)	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook Identify what they might change in their current work or develop in their future work 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work Annotate work in sketchbook
Drawing	<ul style="list-style-type: none"> Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt-tips, charcoal and ballpoint Understand the basic use of a sketchbook and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements: line, shape, pattern and colour
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Mix secondary colours and shades using different types of paint Create different textures e.g. use of sawdust 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones Experiment with tools and techniques, including layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range of scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects
Printing	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects Carry out different printing techniques e.g. monoprint, block, relief and resist printing Make rubbings Build a repeating pattern and recognise pattern in the environment 	<ul style="list-style-type: none"> Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings Design patterns of increasing complexity and repetition Print using a variety of materials, objects and techniques

Textiles/ Collage	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca • How to thread a needle, cut, glue and trim material • Create images from imagination, experience or observation • Use a wide variety of media, including photocopied materials, fabric, plastic, tissue, magazines, crepe, paper, etc 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dye in, fabric crayons and wax or oil resins, applique and embroidery • Create textured collages from a variety of media • Make a simple mosaic • Stitch, knot and use other manipulative skills
3D form	<ul style="list-style-type: none"> • Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping • Explore sculpture with a range of malleable media, especially clay • Experiment with, construct and join recycled, natural and man-made materials • Explore shape and form 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models • Build a textured relief tile • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently
Digital Art	<ul style="list-style-type: none"> • Use the interactive whiteboard as a teaching and learning tool • Opportunities for digital art should be revisited in light of growing technology in school 	<ul style="list-style-type: none"> • Use the interactive whiteboard as a teaching and learning tool • Opportunities for digital art should be revisited in light of growing technology in school
Breadth of Study	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Investigate different kinds of art, craft and design 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Investigate different kinds of art, craft and design



Art and Design Progression of Skills Map

	Year 3	Year 4
Exploring and Developing Ideas (ONGOING)	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Evaluating and Developing Work (ONGOING)	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook
Drawing	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements Plan refine and alter their drawings as necessary Use their sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media Alter and refine drawings and describe changes using art vocabulary Collect images and information independently in a sketchbook Use research to inspire drawings from memory and imagination Explore relationships between line and tone, pattern and shape, line and texture
Painting	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures including blocking in colour, washes, thickened paint etc Work confidently on a range of scales e.g. thin brush on small pictures etc 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy Use more specific colour language e.g. tinge, tone, shade, hue Choose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process
Printing	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering Talk about the processes used to produce a simple print Explore pattern and shape, creating designs for printing 	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold-water paste

Textiles/Collage	<ul style="list-style-type: none"> • Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique • Name the tools and materials they have used • Develop skills in stitching, cutting and joining • Experiment with a range of media e.g. overlapping, layering etc 	<ul style="list-style-type: none"> • Match the tool to the material • Combine skills more readily • Choose collage or textiles as a means of extending work already achieved • Refine and alter ideas and explain choices using an art vocabulary • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements • Experiments with paste resist
3D Form	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently • Construct a simple clay base for extending and modelling other shapes • Cut and join wood safely and effectively • Make a simple papier mache object • Plan, design and make models 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen • Show an understanding of shape, space and form • Plan, design, make and adapt models • Talk about their work understanding that it has been sculpted, modelled or constructed • Use a variety of materials
Digital Art	<ul style="list-style-type: none"> • Use the interactive whiteboard as a teaching and learning tool • Opportunities for digital art should be revisited in light of growing technology in school 	<ul style="list-style-type: none"> • Use the interactive whiteboard as a teaching and learning tool • Opportunities for digital art should be revisited in light of growing technology in school
Breadth of Study	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions



Art and Design Progression of Skills Map

	Year 5	Year 6
Exploring & Developing Ideas (ONGOING)	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas and processes to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas and processes to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Evaluating & Developing Work (ONGOING)	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in sketchbook 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own work and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook
Drawing	<ul style="list-style-type: none"> Use a variety of source material for their work Work in a sustained and independent way from observation, experience and imagination Use a sketchbook to develop ideas Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media Identify artists who have worked in a similar way to their own work Develop ideas using different or mixed media using a sketchbook Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape
Painting	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours Work on preliminary studies to test media and materials Create imaginative work from a variety of sources 	<ul style="list-style-type: none"> Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources, including those researched independently Show an awareness of how paintings are created (composition)
Printing	<ul style="list-style-type: none"> Explain a few techniques, inc. the use of poly-blocks, relief, mono and resist printing Choose the printing method appropriate to task Build up layers and colours/textures Organise their work in terms of pattern, repetition, symmetry or random printing styles Choose inks and overlay colours 	<ul style="list-style-type: none"> Describe varied techniques Be familiar with layering prints Be confident with printing on paper and fabric Alter and modify work Work relatively independently

Textiles/ Collage	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching • Use different grades and uses of threads and needles • Extend their work within a specified technique • Use a range of media to create collage 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material • Use different techniques, colours and textures etc. when designing and making pieces of work • To be expressive and analytical to adapt, extend and justify their work
3D Form	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction • Use recycled, natural and man-made materials to create sculpture • Plan a sculpture through drawing and their preparatory work 	<ul style="list-style-type: none"> • Develop skills in using clay including slabs, coils, slips etc • Make a mould and use plaster safely • Create sculpture and constructions with increasing independence
Digital Art	<ul style="list-style-type: none"> • Use the interactive whiteboard as a teaching and learning tool • Work on their own and collectively with others to make short animated films 	<ul style="list-style-type: none"> • Use the interactive whiteboard as a teaching and learning tool • Work on their own and collectively with others to make short animated films
Breadth of Study	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Use IT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales • Use IT • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions